

Families and Communities: Our Connections

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WHERE ARE WE GOING? Mapping Style Guide

Standards

ACTFL: Foreign Language Learning Standards

All Levels

Learning Standards

Communication

Communicate in Languages Other Than English

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2. Understand and interpret written and spoken language on a variety of topics.
- Standard 1.3. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Goals/Enduring Understanding

We are all connected in different ways. Where we live impacts what we do.

Learners will be able to:

- greet and exchange personal information in culturally appropriate ways
- define family; identify their relationship to family members and friends
- describe family, friends and pets commenting on physical and personality traits
- identify qualities of a good friend/bad friend
- talk about activities they like and don't like to do with family and friends and compare what their family does to how family and friends in other cultures spend their time.
- analyze how they spend their days by describing their favorite activities or sports, talking about what they do in their free-time and describe what they do for entertainment, and general schedule (how much they sleep/downtime)
- ask and answer questions about what I and others are going to do
- identify why family is a basic right for all children

Essential Questions

- How are we connected to others?
- How does where we live impact what we do together?

Key Content

Supporting Structures/Patterns

- present tense high frequency verbs for activities
- possessive adjectives
- "to have" affirmative and negative
- indefinite articles
- adverbs of frequency
- prepositions - at the, in the
- adverbs
- "to go" + infinitive

Priority Vocabulary

- family members
- activities/hobbies
- time (digital), calendar details - day, date
- locations - places for activities
- professions - did not write a goal

Targets & Skills


Bloom's Taxonomy

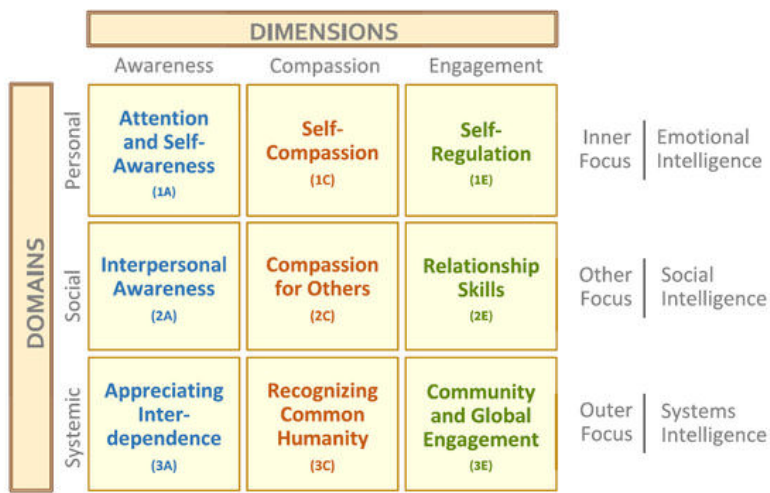
Supporting Language Functions

- identify those who are part of my "family" and find out who is in your "family"
- describe family, friends and pets
- ask and answer questions to get specific details on activities
- ask and answer questions about preferences for activities and hobbies
- share information on how I spend time with others and find out how other spend their time
- exchange information on what I and others are going to do
- compare schedules to see how often I and others do things

Intercultural Competence

- appropriately address family members (patterns of surnames) of different ages and genders
- compare how people from the target culture use their free time to how free time is used in US
- identify how those of other cultures define family in comparison to US cultures
- explain why "right to family" is a basic right for all children

<h2>HOW WILL WE KNOW THEY GOT THERE?</h2>		
<h3>Assessments</h3> <p>Interpretive Summative: Performance: Authentic Task</p> <ul style="list-style-type: none"> Read a blog where family, friends or activities are described. Complete a comprehension check. Listen as someone talks about family, friends, pets or activities and complete a graphic organizer Identify free time options for young people/families in a (schedule from a youth center, infographic, etc). Identify details given about a celebration - time, place, date, activities <p>Presentational "On Demand" Summative: Performance: Authentic Task</p> <p>Talk about who is important to you in your world. Who is included in “your family”? How is your family similar to or different from families in other places? Tell me about one person in particular. How do you spend time together? Why is this person important to you?</p> <p>Presentational Project Summative: Performance: Authentic Task</p> <p>Create a visual representation of “families” that are important saying why they are important to you and how you spend time together. Identify 6 key relationships sharing at least one detail about each relationship.</p> <p>Interpersonal Summative: Performance: Authentic Task</p> <p>Students will pair and use the visual images they have prepared to talk about their families or people who are important to them. As they talk they will identify things that they have in common. They will also discuss similarities between their lives in the US and what they have learned about life in the target culture.</p>		
<h2>HOW WILL WE GET THERE?</h2>		
<h3>Learning Activities</h3> <ul style="list-style-type: none"> Describe teens from Uwe Kind's Images on Teenagers ( http://www.1000families.eu/teens/photos.php). Have students guess the photo that is being described. Assign a photo to each student and have them role play a “get acquainted” conversation as if they are that person. Have students write a simple description of their person. (interpretive, interpersonal, presentational) Use <i>If the World Were a Village</i> information and use statistics related to family and pets. Look at government statistics like average family size, number of children in a family and compare by country. (interpretive, presentational) Use video El Vendedor de globos to tell the story of a girl who is adopted by a lonely woman. (interpretive, presentational) 		
<h3>Sustainability</h3>	<h3>Digital Literacy</h3> <ul style="list-style-type: none"> Cyberbullying 	<h3>Global Education</h3>
<h2>Social Emotional and Ethical Learning</h2> <div> <div>Awareness</div> <ul style="list-style-type: none"> Interpersonal Awareness (2A) <div>Engagement</div> <ul style="list-style-type: none"> Relationship Skills (2E) </div>		



Resources

All - El Vendedor De Globos - <https://www.youtube.com/watch?v=hOkevC9UVAM>

Notes/Reflections